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ABSTRACT

Addressed to the general public, the booklet describes the need for lesser skilled workers and for changed attitudes toward the mentally retarded. The successes and failures of vocational rehabilitation are assessed; the citizen's role in meeting employment problems of the retarded is asserted. Aspects of rehabilitation are presented, including early preparation, education and training, medical rehabilitation, employment, independent and sheltered living, and mass promotion and education. Definitions are appended of mental retardation, education, and rehabilitation; also appended are charts treating levels of retardation and program and information sources. (JD)

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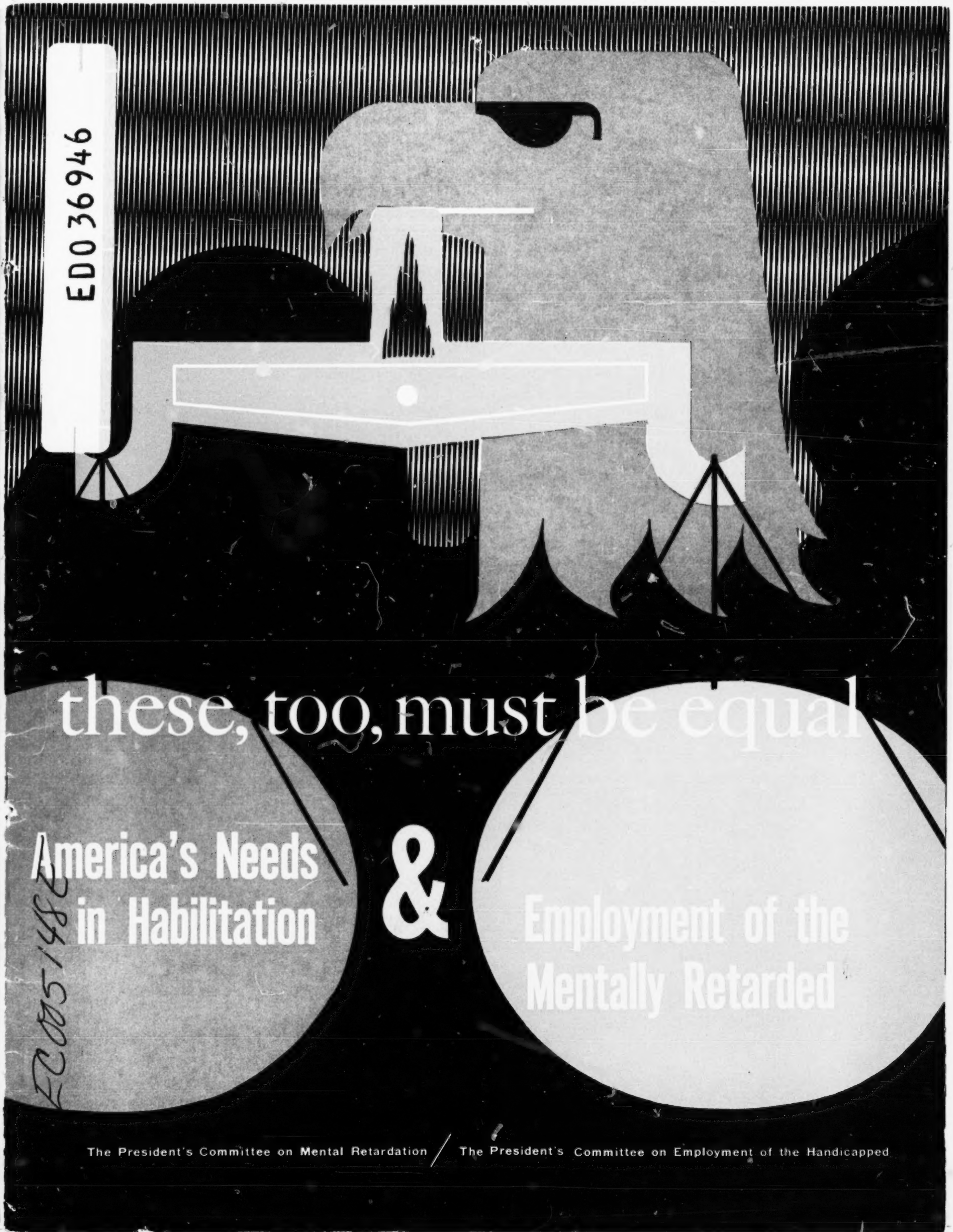

these, too, must be equal

America's Needs in Habilitation

&

Employment of the Mentally Retarded

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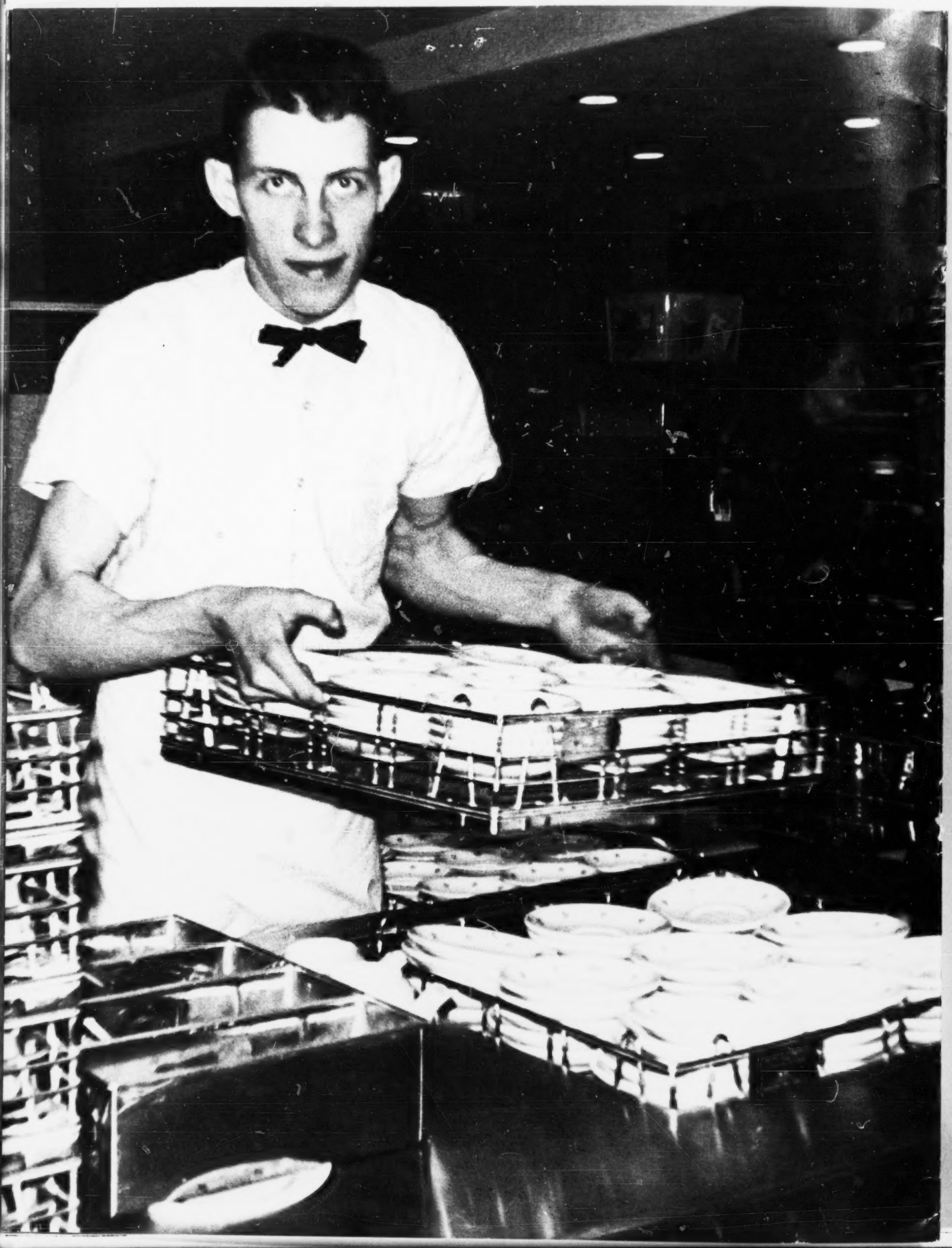
The President's Committee on Mental Retardation / The President's Committee on Employment of the Handicapped



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OPEN LETTER

TO THE PRESIDENT OF THE UNITED STATES

AND TO ALL THE PEOPLE:

This document is not intended to be a completed product. It is a beginning.

It points to some of the directions America should follow if she really intends to open the doors of free and equal citizenship to the mentally retarded of our land.

It points to directions in education and training and living and working.

But it has another purpose -- to spur the thinking and the imagination of all those who care about the mentally retarded; to get them to add their proposals to those already listed.

This is an incomplete document. It can be finished only by the people of America.

Harold Russell

Chairman
President's Committee on Employment
of the Handicapped

Robert H. Finch

Chairman
President's Committee on Mental
Retardation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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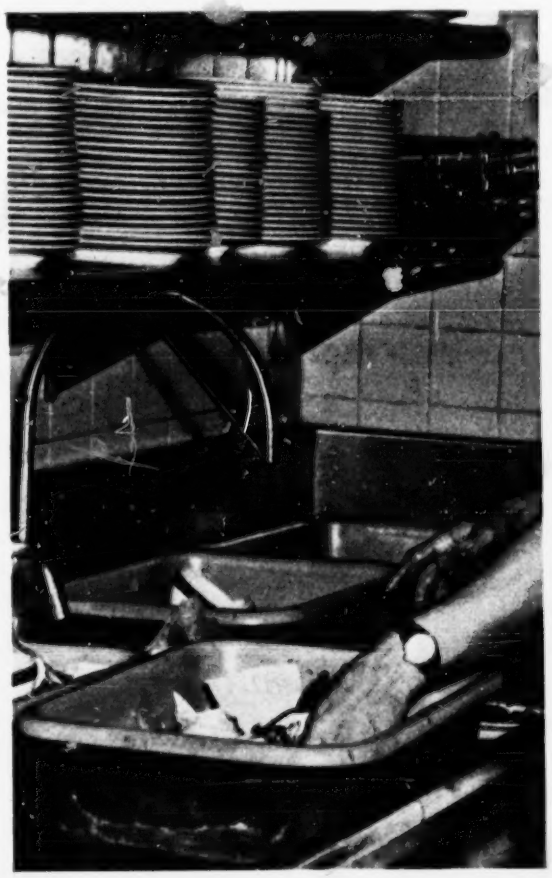
The Labor Market: Today and Tomorrow

A laundry owner has had to hire 100 men in 1 year's time to keep 10 jobs filled.

An industrial plant has had to go on a 4-day production schedule because of heavy Monday morning absenteeism.

A chain of restaurants has placed a standing order with local public employment offices for just anybody who comes along. "If he's breathing we'll hire him," said the personnel manager.

A Labor Department survey of employment in eating places showed a national total of 65,000 current job vacancies.



The demand for jobs at the unskilled and semi-skilled level of the American labor market far exceeds the supply of competent, reliable manpower. These job shortages are causing management more splitting headaches than any other manpower problem. It takes more than high-skilled people to keep any plant or office moving smoothly; it takes faithful lower-skilled people as well.

So management is searching desperately for a source of manpower assuring reliability and stability. No wonder it accepts mentally retarded workers who can demonstrate these characteristics. There is room for the retarded in employment today, and there will be more room tomorrow.

The labor force is expanding rapidly. Jobs of all categories are on the increase. Automation is NOT causing lesser-skilled jobs to disappear.

Service occupations (many of them well suited for the retarded) are increasing faster than any other single category. The number has tripled since the beginning of the 20th century; no other category has risen so rapidly.

National promotional efforts (Advertising Council, National Association for Retarded Children, President's Committee on Employment of the Handicapped and the President's Committee on Mental Retardation) are beginning to make employers aware of the retarded as a valuable manpower resource.

America's current stress on jobs for the disadvantaged is causing employers to be more open-minded about all manpower sources—not only the disadvantaged but the handicapped and retarded as well.

A Problem

Yet all is not as sunny for the retarded as one might expect. Too many employers still have unflattering images of mental retardation in their minds. Dorly D. Wang conducted an employer attitude study several years ago, sponsored by the Woods School, Langhorne, Pa., under a social and rehabilitation services grant. She found that most employers thought of the mentally retarded as dependent rather than self-reliant; unimaginative rather than of independent thought; slow and passive rather than fast and active. Further, employers tended not to distinguish between degrees of retardation. They included all the retarded into one common stereotype: a helpless person of little use to society.

Roper Research Associates sampled 1,000 persons across the country in 1968 to study their attitudes about the handicapped. This hypothetical case was presented:

"Thomas B.: He is aged 20 and mentally retarded. Outwardly normal, he has the intelligence of an average 8-year-old child. He can care for himself, do simple chores, and read and write at the third grade level."

Should he, and others like him, be encouraged to work? Fifty-eight percent thought the retarded should only be in sheltered workshops; 13 percent believed they should be trained for work only if they strongly desire it; 10 percent contended they shouldn't work at all; only 16 percent thought they should be trained for regular employment where they would work side-by-side with others.

In sum . . .

America is just beginning to see the light about the mentally retarded, just beginning to grant them a degree of acceptance in the labor force. But we have a long way to go.

Another Problem

Generally, retarded workers who are employed are performing quite well on the job—considering that many had never worked before and considering that the fast-moving world of business and industry must have seemed strange to them.

Yet there have been failures. Most have not been caused by inability to do the work, but by inability to cope with the social and personal and interpersonal problems that arise in any employment situation.

Getting along with others, public transportation, handling money, personal cleanliness—these have been among the factors of failure.

The nation's three major manpower training and placement projects for the mentally retarded have underlined these factors.

The Institute of Industrial Launderers has completed a three-year project of training and placing retarded workers in laundries across the nation. Results:

Six hundred and fifteen entered the program, of whom three-fourths had had a total of no more than 6 months' prior work experience, mostly at odd jobs. Thirty-six percent terminated during the initial 10-week training period, mostly because of adjustment problems.

The federal government has a program of hiring the retarded directly without going through usual Civil Service procedures.

So far, 5,000 have been hired. Only 7 percent have had to be separated, largely for inability to make social adjustments.

The National Association for Retarded Children administers a program of training and placing the retarded in service occupations. Results:

So far, 414 have entered the program. Thirty-five percent terminated during the first 10 weeks of training, again mainly for inability to adjust.

Other Side of the Coin

Yet we should not let failures blind us to achievements.

In the following three projects, once the retarded have weathered their problem of adjustment, they have made exceptionally fine work records.

The industrial laundry project: 94 percent had perfect attendance records; 93 percent had satisfactory production records; only 10 had accidents on the job, nine of them minor.

The federal government project: 90.5 percent success rate; 243 retarded persons received excellent or outstanding ratings; 657 have been promoted.

The NARC project: Howard Johnson, Marriott Hot Shoppes, Schraffts Restaurant Operations, and Sky Chefs (organizations hiring the retarded) have been pleased with performance records and have asked for more retarded workers.

In sum . . .

There are job openings for the mentally retarded. There are growing numbers of employers willing to accept the retarded. Often there are not enough trained retarded workers ready for available jobs. The retarded can do the work, but sometimes they have trouble with social and personal adjustment to the job.

The Approach

This report does not take the easy way of merely asking for new laws, new money, new government involvement.

There already are many laws on the books that can serve the vocational needs of the retarded. These must be implemented. The retarded must be kept in mind in their implementation.

The answer to the vocational needs of the retarded—if there is a single answer—lies in everybody's involvement.

This report, then, stresses the role of *all* the citizens of America in meeting the employment problems of the mentally retarded.

Building A Highway

Properly preparing the mentally retarded for the world of work is like building a highway. Each mile of the way leads us closer to our goal. On the way we pass these guideposts:

Early preparation

Education and training

Medical habilitation

Employment

Independent or sheltered living

Vital to the entire journey, public promotion and education, to build acceptance of the retarded.

What follows is a discussion of each guidepost with some proposals for future action.

Early Preparation

What does it take to hold a job in the world of work? Ability to perform certain tasks, yes; but far more. It takes certain attitudes: appreciation of, and respect for, a job; willingness to accept responsibility (even if it is for mopping floors or loading trucks); ability to get along with others; capacity to manage the details of life (getting places, being on time, handling money, etc.).

Also, parents of the retarded must impart to them a concept of the dignity of all work, regardless of its nature, as well as a sense of dignity of self.

Too often, positive attitudes and work habits are not taught early enough to the retarded. They usually are added as afterthoughts to a curriculum. Rather, they should weave their way through the education of the retarded, from his earliest days onward.

Proposals for Action

1 President Nixon recently called for national action to serve the needs of young people in America up to age 6. Such a national program should include in its charge a specific plan of action for the mentally retarded.

As a beginning in this direction,

A "Head Start," a child development program, should contain specific provisions for the enrichment of mentally retarded children; only through specific provisions can the retarded be assured of equal consideration.

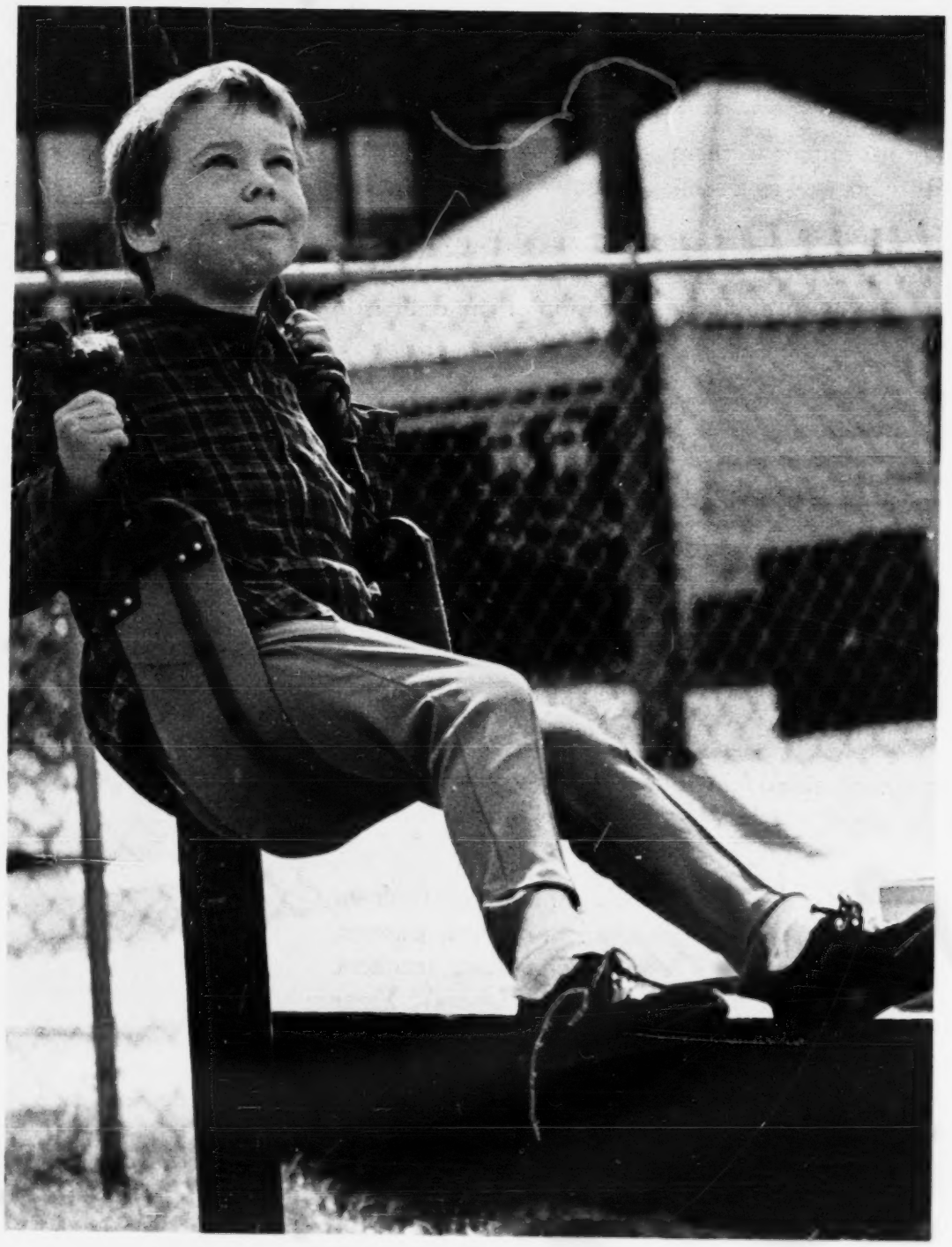
B All "Model Cities" programs should include provision of services for the mentally retarded, to assure earliest possible development of their potential.

2 Parents should be encouraged to accept realistic vocational objectives for their retarded children. To do this, it is necessary to inform not only parents, but also persons to whom parents might turn for counsel (physicians, teachers, vocational rehabilitation counselors, ministers, psychologists, others). These professions should be provided with material dealing with training and employment of the mentally retarded, with the stress placed on the innate value of all work, skilled or unskilled.

The American Association on Mental Deficiency, the American Personnel and Guidance Association, the National Rehabilitation Association, the National Education Association, and the American Psychological Association

are among the many professional organizations whose assistance would be essential to carry out this type of program.

3 The Handicapped Children's Early Education Assistance Act (Public Law 90–538) calls for model programs to develop new ways of assisting preschool handicapped children, including the mentally retarded. Preschool years are most critical for the retarded. Therefore, local planning is needed now, to build effective model programs under this Act.



Education and Training

REALISM must be the key to the education and training of the mentally retarded. The retarded are going to have to enter a real world not truly made for them; get a real job that may be alien to their concepts of work; face up to real social and interpersonal situations that may not always be pleasant; handle real personal problems (money, transportation, living quarters, the like) that for us might be routine but for them are crisis-sized.

Early in life, education and training must prepare them for the world of useful work. And it must prepare them for the world of useful living outside of work.

The education and training resources in the United States are vast, mighty, and innovative. But they have not fully been brought to bear in the lives of the mentally retarded.

Proposals for Action

4 A set of curriculum guidelines should be prepared for every level of education of the mentally retarded, from earliest years onward. Guidelines should include stress on vocational and social preparation for work and for life.

Individual communities could develop their own curricula, based on these guides, to meet local employment conditions.

Preparation of the community guides should be a joint responsibility of private organizations concerned with the retarded, vocational rehabilitation, public employment service and education.

5 More materials on vocational and job-related subjects should be simply written for the mentally retarded themselves. Teachers' guides also should be prepared so that these booklets can be introduced into special education classrooms.

The booklets might contain realistic material dealing with work attitudes, job habits, problems of daily living, etc.

6 New concepts of vocational education that bring students out of the classroom into work-a-day situations should be encouraged. This can come about by increased use of voluntary organizations in arranging of out-of-classroom instruction.

7 There is a need for many more work experience centers with living facilities. The Social and Rehabilitation Service should give special emphasis to the development of such facilities.

8 The "Job Opportunities in the Business Sector" program of the National Alliance of Businessmen should be broadened somewhat to state specifically that mentally retarded applicants are to be included. Also, special realistic entrance requirements should be established for the mentally retarded.

At present, many unidentified retarded persons undoubtedly are entering the JOBS program. With proper identification and proper consideration, many more might benefit from this program.

9 Centralized contract procurement systems should be encouraged for sheltered workshops, either within individual communities or within regional areas. Centralized contracting can funnel contracts to workshops best equipped to handle them, and can properly assign contracts too large for any single workshop.

10 Many sheltered workshops for the retarded face problems of operations, productivity, safety, and management. There should be strong cooperative efforts among these workshops themselves to meet their common problems and to work together to solve them.

Standards for workshop operations are essential and should be considered in all phases of planning.[1]

11 Vocational education should play a far more meaningful role in meeting the educational and employment needs of the mentally retarded.

A report by the Office of Education shows that 10 percent of America's school population needs special educational services. Yet less than 1 percent of vocational education funds have been used in behalf of those with special needs.

Vocational education should be a right to which every American student is entitled, retarded or not retarded, so long as he may reasonably benefit. Funds are needed to extend this right to all. The vocational education amendments of 1968 opened the door to extensive, quality vocational education for the handicapped and the retarded—but full and immediate implementation is necessary, otherwise the amendments are but empty promises.

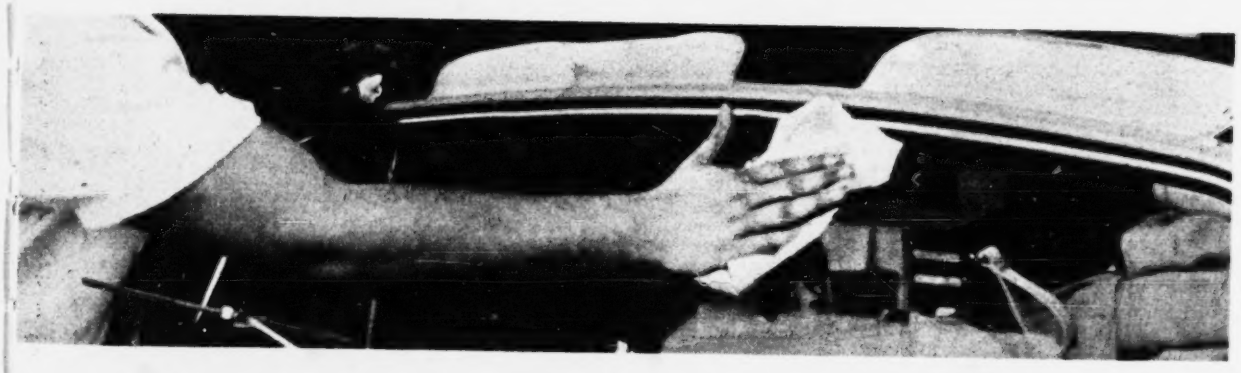
Meaningful cooperative agreements must be developed among vocational education, vocational rehabilitation, the public employment service, and special education.

12 At least 600 new sheltered workshops that include the mentally retarded are needed today, according to state facility plans. These should be located not only in nonprofit workshop facilities as we know them today, but also within private industrial plants.

13 Special attention must be given to the needs of the mentally retarded in rural communities. Special attention should be given the mentally retarded in families of migrant workers and American Indians. They are often found living in sparsely settled areas. It may be necessary to bring retarded persons quite some distance from home for services. No matter where they are sent, their rural backgrounds and interests should be considered.

County agents should be given material to acquaint them with mental retardation, so they can advise families of the retarded about sources of assistance.

14 More professional and supportive manpower is needed in the entire field of education and training of the mentally retarded, so that greater numbers of retarded persons can be made ready for employment. Careers in retardation should be promoted in all ways possible, including subsidies for needy students.



The Medical Profession

It is not enough to consider only the vocational rehabilitation needs of the mentally retarded. For them to reach their highest aspirations and lead the fullest lives possible, their medical rehabilitation needs must be met as well.

Yet America has largely overlooked these needs.

There are some 79 medical schools in the United States with grants ranging from $30,000 to $100,000 a year for training in rehabilitation medicine. However, there is but little opportunity for medical trainees to be exposed to concepts of medical rehabilitation of the mentally retarded.

Medical rehabilitation of the retarded must keep pace with advances in other fields. Otherwise the retarded can never hope to share fully in their America.

Proposals for Action

15 Rehabilitation Services Administration must make strong efforts to encourage medical schools receiving RSA grants to make cases available to demonstrate the medical rehabilitation of the retarded. Such cases should be available both to students and to house staffs.

16 Rehabilitation Services Administration should make available more short-term training grants so that exposure to the medical problems of the retarded can be greatly broadened.

17 Rehabilitation Services Administration should encourage institutions with long-term rehabilitation programs to incorporate training in medical rehabilitation of the retarded into their curricula. There are about 100 such programs in the United States.

18 The division of mental retardation of RSA should encourage university-affiliated training facilities to develop greater involvement in mental retardation by departments of physical medicine and rehabilitation.

Employment

In our society, employment has many values in addition to the obvious one of earning a living. Employment builds self-respect, a heightened self-image. Employment fosters a feeling of usefulness, without which life seems futile. Employment leads to personal growth, both social and intellectual.

For the mentally retarded, employment is a burst of sunlight—particularly for those who had never worked before and those who had never dared hope of work.

Proposals for Action

19 More in-plant on-the-job training programs for the mentally retarded should be encouraged. Here, industry provides training on the premises. Successful projects of this nature have been conducted for epileptics by Epi-Hab, Inc., in Los Angeles, and for the retarded by Cameo Curtains, Inc., in New York.

20 More industry-wide training and employment projects should be encouraged, similar to the recent project of the Institute of Industrial Launderers.

So far, such projects have been limited mainly to service occupations (laundries, hotels, motels, restaurants). Other types of industries should be explored.

21 The federal government should encourage training projects in occupations not usually considered within the capabilities of the mentally retarded, in order to demonstrate their wide range of employability. (Examples: jobs in data processing, electronics, merchandising, the arts, other fields.)

22 Employers should be encouraged to review—and scale down—their educational requirements for jobs. Some still require high school diplomas for relatively unskilled work—an unrealistic prerequisite.

23 Encouragement should be given to job redesign—removing routine functions from existing jobs, grouping the functions together, and creating new lesser-skilled jobs which the retarded can perform. Job redesign is possible for both white collar and blue collar jobs. It can serve to make better use of highly skilled persons by not wasting their time on routine functions. It can open new job opportunities for the retarded.

24 Mentally retarded workers should be paid no less than prevailing wages in the area. Mental retardates are entitled to the same wage scale as the nonretarded, provided they can perform on the job satisfactorily.

25 Tax relief should be considered for all handicapped workers—including the mentally retarded—to help ease the extra expenses they face in carrying out their daily routines of employment (such as extra costs of transportation).

26 Sheltered workshops should be established in suburban industrial parks and regional shopping centers, now springing up in suburban America. These workshops can serve nearby industries by performing many routine tasks and "nuisance" jobs.

27 The U.S. Department of Labor should publicly affirm its priority support of the training and employment needs of the physically and mentally handicapped.

Meeting the employment needs of the mentally retarded requires that local public employment offices be fully involved in all community programs—vocational rehabilitation, education, institutions, and others.

28 The U.S. Training and Employment Service, the nation's primary agency for manpower programs, should give full emphasis to the physically and mentally handicapped through the establishment of a section for services.

Independent and Sheltered Living

Where the mentally retarded work is certainly important. Where and how they live is at least equally important. More retarded workers fail on the job because of problems of living than because of problems of working.

Therefore, close attention must be paid to adequate living conditions—so that their lives after work will be as full and meaningful as their lives during work.

A forthcoming study, sponsored by the President's Committee on Mental Retardation, will cover the economic side of preparing the retarded for work. Although the benefits and costs vary widely, many situations will be found where it can be shown that the benefits greatly exceed the costs. We know, for example, that when a retarded person is unable to work, he will, in many cases, eventually be institutionalized. Institutional care costs taxpayers about $40,000 per bed in construction costs and the yearly maintenance of the retarded may range from $2,000 to $10,000. In contrast, even at the minimum wage of $1.60 an hour, a retarded person will earn over $3,000 per year and instead of becoming a burden to taxpayers, he will actually lessen their tax burden since about $600 of his earnings will be paid to the community in the form of state and local taxes. The total cost of providing vocational training to the retarded so that they might become employable will probably range between $1,000 and $9,000 in the great majority of cases. It appears that the average cost to taxpayers of preparing the retarded for employment will be about the cost that they would incur for the provision of only 1 year of institutional care for the retarded.

Proposals for Action

29 Living facilities for the mentally retarded should be established in the vicinities where they work. These facilities can include hostels, group homes, halfway houses, cooperative apartments, community homes or farms.

30 Independent living facilities in institutions should be encouraged when possible. These facilities go hand-in-hand with the development of sheltered workshops on the premises.

31 There are some retarded persons for whom competitive employment is not feasible; yet they are fully able to perform in sheltered workshops. Everything possible should be done to encourage more workshops to serve their needs—including financial assistance when necessary.

For example, up to $1,500 per year should be provided for each retarded person in such workshops operated by nonprofit organizations.

Also, retarded workers in these workshops should be subsidized, if need be, to make it possible for them to remain in the community and at work. Workshop employment for the retarded has two advantages: it is more economical than institutionalization, and it is better for the retarded than institutional life.

32 Retarded persons in institutions, with employment potential as determined by rehabilitation counselors assigned there, should be given every possible service to "graduate" them into jobs and independent living in the community. They should be referred to a vocational rehabilitation counselor no later than their 18th birthday.

33 All living facilities for the mentally retarded should provide for full recreational, medical, vocational, and social needs. Facilities never should be mere living shells; they should offer total living environments.

Promotion and Education

It is not enough to stop short with the preparation of the mentally retarded for employment. America must be told, and told again, of their abilities. We must constantly emphasize their capacity to work, their assets, what they can do rather than what they cannot do.

There can be no end to mass promotion and education. America's memory is short. Unless we repeat ourselves constantly, she is likely to forget.

Proposals for Action

34 The President's Committee on Employment of the Handicapped, the President's Committee on Mental Retardation and the National Association for Retarded Children, the Manpower Administration of the Department of Labor and the Social and Rehabilitation Service of the Department of Health, Education, and Welfare, should continue to work closely to promote jobs for the retarded. It is realized that all three organizations also have other programs to promote, but employment of the retarded should retain a position of high priority.

35 Labor unions should be encouraged to exempt low echelon jobs from usual "career-ladders," so that the mentally retarded might fill them—without having to face upward steps to jobs beyond their capabilities.

36 State and local governments should be encouraged to establish special hiring procedures for the mentally retarded similar to those of the federal government. Only a dozen states have such procedures at present.

37 An information center should be established to gather data on training and employment of the retarded and to serve as a national focal point for its dissemination. This could be a joint venture of the President's Committees on Mental Retardation and on Employment of the Handicapped.

38 Promotional efforts should be directed to top management to encourage written policy statements favoring jobs for the retarded; to middle-management to encourage implementation of these policies; to rank-and-file workers to gain their acceptance of the retarded as fellow workers.

39 There should be more employer conferences on utilization of lesser-skilled manpower in the labor force, with special reference to the retarded.

Prototype for such conferences might be one held recently by New York University and the President's Committee on Employment of the Handicapped, attended by some 200 leading employers in New York City.

Afterword

"Go, seeker, if you will, throughout the land and you will find us burning in the night. To every man his chance, to every man, regardless of his birth, his shining golden opportunity—to every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him—this, seeker, is the promise of America."

So wrote Thomas Wolfe about this land he loved and all its people.

The vision of Thomas Wolfe is our vision of America for the mentally retarded.

The mentally retarded, too, have the right to live, to work, to esteem themselves, to become whatever things their manhood, their womanhood and their vision can combine to make them.

[1] *Standards for Rehabilitation Facilities and Sheltered Workshops.* U. S. Department of Health, Education, and Welfare. Social and Rehabilitation Service. Rehabilitation Services Administration.

Mental Retardation: What It Is

Mental retardation too often is thought of in terms of the severely retarded who look and act "different." In reality, most of the retarded are mildly affected, with no obvious symptoms. Through education and training, the majority can become self-sufficient citizens.

They are children with few enriching early experiences, youths with levels of functioning too low for employment; adults unable to cope with the demands of sustaining themselves in society.

The retarded in disadvantaged neighborhoods often receive less service from public and private agencies than do the retarded living in other neighborhoods. Services could be greatly improved with the proper planning and leadership.

Some two million retarded persons capable of learning to support themselves need job training and placement services. Even at minimum wages, they have a potential annual earning capacity of $6 billion.

Education:

Public school provisions for the mentally retarded have taken the form of special classes with small pupil-teacher ratios, specially trained teachers and the utilization of a curriculum designed for these specific needs. These educational programs have focused primarily on the trainable (moderately) and the educable (mildly) retarded. The scope has typically included children of school age, with the program culminating in vocational training preparatory to employment.

In some slum neighborhoods, a large percentage of regular school enrollment will have educational and vocational training needs similar to those of the educable mentally retarded. In these situations the need may not be for more or better special classes but for a generally improved situation in the school. This would include teachers with special training, low pupil-teacher ratios, appropriate materials and equipment, and the addition of supportive services such as psychological and speech therapy services. At the secondary level, primary attention should be given to vocational training for the educable mentally retarded.

Rehabilitation:

Although a number of rehabilitation services are needed by the mentally retarded at different stages of life, the sheltered workshop represents the major rehabilitation service with the most general application. Many mildly retarded adults can, with assistance, obtain employment. Others will require the service of a rehabilitation counselor. Still others will need further training prior to entering the competitive world. Few moderately retarded persons will independently obtain employment. In general, they will rely on sheltered workshop employment and/or training.

FACTS ABOUT MENTAL RETARDATION

Level	Age 0–5—maturation and development	Age 6–21—training and education	Adult—social and vocational adequacy	Environmental factors contributing to MR
Mild.....	Often not noticed as retarded by casual observer, but is slower to walk, feed self, and talk than most children.	Can acquire practical skills and useful reading and arithmetic to a third to sixth grade level with special attention. Can be guided toward social conformity.	Can usually achieve social and vocational skills adequate of self-maintenance; may need occasional guidance and support when under unusual social or economic stress.	Lack of early detection. Absence of certain developmental experiences during early childhood. Poor health and diet. Ineffective education. Lack of vocational training and guidance opportunities. Inadequate parental stimulus directed toward school.
Moderate.....	Noticeable delays in motor development, especially in speech; responds to training in various self-help activities.	Can learn simple communication,elementary health and safety habits, and simple manual skills; does not progress in functional reading or arithmetic.	Can perform simple tasks under sheltered conditions; participates in simple recreation; travels alone in familiar places; usually incapable of self-maintenance.	Insufficient education of parents concerning methods of working with their retarded child. Inadequate relief to enable the mother to cope with the child's demands. Lack of day care facilities which focus an child development. Lack of rehabilitation facilities. Absence of group living programs for young adults.
Severe.....	Marked delay in motor development; little or no communication skills; may respond to training in elementary self-help, e.g., self-feeding.	Usually walks barring specific disability; has some understanding of speech and some response; can profit from systematic habit training.	Can conform to daily routines and repetitive activities; needs continuing direction and supervision in protective environment.	Poor general health of mother. Lack of prenatal care. Insufficient medical attention at time of birth. Lack of pediatric care during childhood illness. Lack of pertinent knowledge of child-rearing practices. Insufficient access to specialized service of social agencies. Failure to apply suitable corrective measures. High incidence of accidents.
Profound.....	Gross retardation; miminal capacity for functioning in sensori-motor areas; needs nursing care.	Obvious delays in all areas of development; shows basic emotional responses; may respond to skillful training in use of legs, hands and jaws; needs supervision.	May walk, need nursing care, have primitive speech; usually benefits from regular physical activity; incapable of self-maintenance.	

Adapted from the President's Panel on Mental Retardation. A National Plan for a National Problem: Chart Book, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1963, p. 15.

PROGRAM AND INFORMATION SOURCES

Area of Concern	Primary Agency or Person	Type of Assistance To Be Expected
Social Service....	Social Service Department of the State Institution serving the community.*	Rate of admission from target area. Assistance in planning.
		Information on the effectiveness of social agencies in the community serving the mentally retarded.
	Council of Social Agencies..	Incidence data if an inter-agency case exchange is in existence.
		Information on agencies currently serving the mentally retarded.
		Possibility of a task force to study specific social service problems related to the mentally retarded.
		A beginning point for establishing or strengthening coordination of services in developing referral systems.
	Public Social Welfare*.....	Information on licensing of day-care programs.
		Advisory incidence information, services on developing day-care, homemaker, and other social services.
	Private Social Agencies, e.g., Catholic Charities, Lutheran Welfare, Childrens' Home Societies, etc., Family Service, Jewish Social Services.	Many operate facilities for the retarded and can provide consultation services.
		Information on church voluntary organizations providing social services to the retarded and their families in the Model City neighborhood.
	Public School Social Worker.	Information on family needs.
		Information on major problems of children and youth.
	Ministerial Association.....	Information on churches providing services to the mentally retarded and their families.
		Source for disseminating information to the community.
	Local Office of Economic Opportunity.	Information on existing or planned programs relevant to the retarded in Model Cities neighborhoods.
		Information on programs operated by other agencies but related to the employment or training of individuals from impoverished neighborhoods.
		Consultation service in analyzing needs of the mildly retarded youth particularly in the area of employment and preparation for employment.
Rehabilitation...	District Office of Vocational Rehabilitation.*	Information on mentally retarded persons served.
		Information on major problems encountered in providing rehabilitation services to this group.
		Consultation services in planning sheltered workshops and other rehabilitation services.
		Information on rehabilitation funds available for use in Model City Program.

PROGRAM AND INFORMATION SOURCES

Area of Concern	Primary Agency or Person	Type of Assistance To Be Expected
	Goodwill Industries and similar organizations which sponsor sheltered workshops.	While many sheltered workshops do not now serve mentally retarded clientele they can provide consultation services on organizing and operating shops. Information on mentally retarded persons being served in sheltered workshops.
	Hospital Related Rehabilitation Facilities.	Information on services to physically disabled, mildly retarded persons. Consultation services regarding referrals.
	National Association of Sheltered Workshops and Homebound Programs, Inc., 1522 K Street NW., Washington, D.C. 20205. (Although this agency does not have local affiliate groups, many sheltered workshops are members.).	Guidelines for planning sheltered workshops. Information standards. Consultation services in planning.
Organizations likely to have special study committees on mental retardation.	State Medical Association..	Standards for health care, residential services, and clinical services.
	State Bar Association.....	Obligation of family of the mentally retarded child. Rights of the mentally retarded. Statutes affecting the mentally retarded.
	State Welfare Associations..	Residential care. Referral systems. Community planning.
	State Association for Retarded Children.**	Special committees on all major care and treatment areas. Comprehensive Planning Legislation.
Education.....	Director of special education in local schools or county education office.*	Numbers of children served in programs for educable or trainable. Gaps in school program. Information on federal programing opportunities which are applicable to Model Cities neighborhoods.
	Local association for retarded children.**	These agencies often provide education programs to the moderately and severely retarded. Good source for assistance in informing the public. The membership generally contains a good resource of informed volunteers. May provide access to social action workers in the community interested in the mentally retarded.
	College or university special education staffs.	Consultation service in educational programing. Research assistance.

PROGRAM AND INFORMATION SOURCES

Area of Concern	Primary Agency or Person	Type of Assistance To Be Expected
Health.....	City and/or county departments of health.*	Information on health services available in neighborhood.
		Public health nurse can provide information on incidence and service needs.
		Information on the population served by facilities which are licensed.
		Consultation service or health care and facilities.
		Information on health construction funds applicable to Model Cities programs.
	Practicing physicians.....	Information on incidence.
		Assistance in developing referral systems.
		Information on needed health services.
		Information on problems encountered by families.
	Visiting Nurse Association..	Information on family needs.
		Information on incidence.
		Information on health care needs.
Employment.....	District Office of State Employment Agency.	Information and assistance on employment opportunities.
		Consultation on special employment training programs.
		Information and materials on unemployment insurance and workman compensation programs.
		Materials and information on hour and wage laws.
		Information on state and community programs for employing the handicapped.

CREDITS

With special appreciation to . . . . .

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and to . . . . .

The members and staffs of both President's Committees.

*Generally affiliated with a State-level office.
**Generally affiliated with the National Association for Retarded Children.

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THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

WASHINGTON, D.C. 20210

HAROLD RUSSELL
CHAIRMAN

January 30, 1970

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THE DIRECTOR OF THE UNITED STATES INFORMATION AGENCY

MEMORANDUM

TO : Members, The President's Committee

FROM : Harold Russell, Chairman HR

SUBJECT: "These, Too, Must Be Equal"

I am proud to send you this copy of "These, Too, Must Be Equal," a joint report to the President by the President's Committees on Employment of the Handicapped and on Mental Retardation.

Please note what we have said in the "Open Letter:" "This is an incomplete document. It can be finished only by the people of America." I would be very much interested in hearing your views as to what's needed to expand opportunities for the mentally retarded. I will be happy to submit them to The White House.

Enclosure